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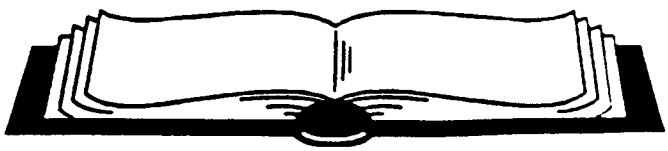
NEW JERSEY

1999-2000 Guidelines and Application



BEST PRACTICES

Deadline for Application to County Office: NOVEMBER 22,1999

Category School-to-Work/Workplace Readiness (Application is limited to one category. See page 3 for details.)
Practice Name K.I.D.S. Incorporated (Kids Inter-Disciplinary Study) A Student-Run Enterprise
Number of Schools with Practice 1 (If more than one school or district, read and complete information on page 2.)

County	Morris
District (Proper Name) District Address	School District Randolph Township street/p. o. box Schoolhouse Road city Randolph 07869 zip code
District Telephone	973-328-2775 Fax 973-361-2405 Email
Chief School Administrator	Dr. John J. Battles
Nominated School #1 (Proper Name) School Address	Randolph Middle School street p. o. box 507 Millbrook Avenue city Randolph zip code 07869
School Telephone	973-366-8700 Fax 973-361-6501 Email
School Principal	Michael Ruggiero
Program Developer(s)	Robert Garay and Debreen Oliva
Chief School Administrator's or Charter School Lead Person's Signature	

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Approved: ✓ Yes ___ No County Superintendent's Signature

NEW JERSEY STATE DEPARTMENT OF EDUCATION

BEST PRACTICES
1999-2000 APPLICATION

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Application Requirements:

- **RESPONSES to the information and the statements below must be ANONYMOUS.** No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable) and 4 and THE NUMBER OF LINES SPECIFIED FOR RESPONSES to the statements.** Do not include any additional materials, as they will not be reviewed in the selection process.
- **Application must be keyboarded on 8 ½" x 11" white paper, portrait format. Ten-point or larger computer font or twelve-pitch or larger typewriter font must be used.** (This sentence is in ten-point.)
- **KEYBOARDED RESPONSES to the statements below must be no more than a total of three pages. Keyboard the statement followed by the response. Format your response to the number of lines specified.**
- **The information on page 4 and the keyboarded responses to statements must be printed or copied on one side of the page. The information on pages 1 and 2 (if applicable) must be printed or copied on one side of the page. Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.**
- **The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.**
- **The original and seven copies of the application must be submitted to the county superintendent of schools by November 22, 1999, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.**
- **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:

Type of School

- ___ Elementary School
- X Middle School
- ___ Junior High School
- ___ High School
- ___ Other: _____

Grade Levels

6-8

Practice Name K.I.D.S. Incorporated (Kids Inter-Disciplinary Study) A Student-Run Enterprise

Number of Schools with Practice 1

Number of Districts with Practice 1

Check the ONE CATEGORY into which the practice best fits.

- ___ Arts (Visual and Performing Arts)
- ___ Assessment/Evaluation
- ___ Bilingual Education and Diversity
- ___ Citizenship/Character Education
- ___ Early Childhood Education Programs
- ___ Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)
- ___ Educational Technology
- ___ Health and Physical Education
- ___ Language Arts Literacy
- ___ Mathematics
- ___ Professional Development
- ___ Public Engagement (family involvement and partnerships with business, community and/or higher education)
- ___ Safe Learning Environment
- X School-to-Careers/Workplace Readiness
- ___ Science
- ___ Social Studies
- ___ Special Education
- ___ World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. **(Maximum of 50 lines for response)**

2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). **(Maximum of 50 lines for response)**

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. **(Maximum of 60 lines for response)**

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at http://www.state.nj.us/education.

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated.

The practice proposed for recognition is an exciting business simulation called K.I.D.S. Incorporated, an acronym for Kids Inter-Disciplinary Study. This business venture is a collaborative effort between students in the Family and Consumer Science, Technology, and Art Departments.

The objective of this practice is to give students an introduction to owning and operating a business. Through the project, students are able to explain the procedures for starting a business and demonstrate the process through a simple simulation. The practice introduces the students to different aspects of business ownership and enables them to experience many of the trials and tribulations involved in running a business. As they work together in their groups, students build skills in cooperation, compromise, decision making, and problem solving.

Initially, seventh grade students in the Family and Consumer Science Department form a company called The Cookie Alliance. The foundation of this company provides a full range of vocational experiences beginning with job applications, interviews, and contract negotiations. Once the business is operational, students experience the day-to-day activities of entrepreneurship. Management must secure a business loan to cover operational expenses. Students promise collateral in the form of services to their loan officer. All employees work on a list of criteria. The CEO is in charge of business correspondence and day-to-day operations. The production department is responsible for selecting the cookie recipes, multiplying the recipe to produce the quantity needed, shopping for the ingredients, and naturally, mass-producing over one thousand cookies. Marketing employees create business cards, a company letterhead, and institute a sales and advertising campaign. They begin with a market study to determine consumer wants and to set a competitive price, then it is their job to bring the product to market. The Accountant keeps track of daily attendance and productivity and is responsible for calculating and issuing weekly paychecks. Student-employees fill out a W-4 form. They earn an hourly salary and, after taxes are subtracted, receive a net paycheck, which is redeemed for candy and small items at "The Company Store". At the conclusion of the unit, students complete the 1040-EZ year-end tax form.

One important order of business is to subcontract the packaging. Students enlist the help of the Technology Department. Management presents their ideas, including package criteria, in a business meeting between the two companies. Technology students are then hired as subcontractors to design and produce a wooden container to hold the cookies. Each of these seventh grade students, now an employee of Tech Productions, brainstorms and designs their concept of a cookie container which is presented to The Cookie Alliance. After designs are evaluated, based on a list of pre-set criteria, a final design is selected for production. Students complete technical drawings and are then challenged to set up a production line. Initially, students study many areas of engineering including a unit on manufacturing. The unit is focused to allow students to emulate an enterprise in manufacturing to explore career opportunities. They form different functions of a real manufacturing company such as product design, accounting and inventory, advertising, management, and production. Introductory skills using hand tools and machines are learned as students practice on-the-job safety procedures. The cookie containers are then mass-produced and checked for quality, allowing students to model authentic manufacturing processes. Each class learns valuable real-life lessons about operating a business.

The practice is innovative in its inter-disciplinary approach and its simulation of a real-life business. Students from four different disciplines collaborate to operate this student-run enterprise. As The Cookie Alliance subcontracts their packaging needs to Tech Productions, they learn both cooperation and real-life business skills and practices. In addition, eighth-grade Art and Sewing students are hired to create and stencil a design on the package and sew cloth pouches for the cookies.

The same aspects of the practice that make it innovative also promotes high student achievement. Students are highly motivated by this real-life simulation. They see a direct school-to-work correlation between their activity and the real world of business. This hands-on, minds-on approach fosters achievement and generates excitement for learning.

This unit can be easily replicated due to its simplicity of concept and adaptability. The basic premises of a simulated business can be replicated under a variety of circumstances, including modifications for course content and grade level. A simple business simulation can be created in any classroom because special equipment is not necessary and the product produced can be determined based on available resources and course content. The participation by additional disciplines can be expanded as feasible.

2. Describe the educational needs of students that the practice addresses and how they were identified. List the Core Curriculum Content and Cross-Content Workplace Readiness Standards addressed by the practice and describe how the practice addresses the standards.

The student population for whom this unit was designed consists of heterogeneously grouped seventh graders. The practice, "K.I.D.S. Incorporated", creates a student-centered learning environment that meets several educational needs not always addressed in a traditional classroom setting. Students are challenged to make group decisions and to live with the consequences of their decisions and efforts. In this practice, the teacher acts as a facilitator, which allows students to authentically apply the skills learned in class and to work cooperatively with classmates, as well as with students from other classes and disciplines. In addition, students learn the value of cooperation and compromise. They use decision-making skills and problem solving skills on a daily basis. These educational needs were identified at the conclusion of a mass-production project previously implemented individually in each department. In addition, cooperative learning and an interdisciplinary approach to instruction are district-wide goals.

Furthermore, as documented in the SCANS report and according to Cross-Content Workplace Readiness Standards, children at this age need to explore workplace competencies including using resources wisely, building interpersonal skills, acquiring and using information, understanding and using systems, and selecting and applying technology. Students develop these workplace readiness skills by exploring careers and practicing workplace skills, which include selecting and using technology, information, and other tools. Students demonstrate critical thinking, decision-making, problem solving, and self-management skills daily as they not only operate their business, but also design and build the packaging container.

Core Curriculum Content Standards from a myriad of disciplines are addressed in this practice. In addition, the Core Content Standards are applied across disciplines, which enables students to understand the interrelationship among subject areas.

Students are able to apply and use skills and concepts from mathematics and science to make learning authentic. The practice requires students to use measuring tools and the computer to enhance mathematical thinking. Students apply math principles as they draw scaled designs and perform precise technical drawings. They keep records of material usage and cost is calculated to figure profit. The mass-production process employs hands-on measuring skills, including size, dimension, mass, and volume. Students develop spatial sense and an ability to use geometric properties as they design containers and logos. Additionally, in the field of science, students learn to identify and apply systems when they organize and mass-produce their product. They study the physical properties of materials and their applications for product development.

Language Arts literacy is also applied. Written and oral skills are enhanced through the preparation of oral business presentations that clarify problems and present design options from which a final selection is made. Students read and write various materials for curriculum understanding, as well as create a multi-media presentation on the computer. Written correspondence between divisions of The Cookie Alliance, as well as between the different disciplines, is an effective and necessary means of communication. Additionally, students write business letters to administrators in other schools in the district in order to schedule a time and location to market their product. Records are kept of supplies, cost of materials, and ordering information, and are organized for business applications.

Students develop Visual and Performing Arts competencies by designing and drawing their cookie containers. Logos and trademarks are sketched and computer-drawing programs are used for final presentations. All students present and critique each other's designs against self-made criteria. Business cards, the company letterhead, and advertising posters provide ways of communicating ideas, thoughts and feelings. Students also apply Social Studies competencies including the knowledge and skills needed to make sense of the interaction of various institutions such as the household, businesses, banks, government agencies, labor unions, and corporations as they form and operate their business. Initially, students compare and contrast a product that is homemade to one that is mass-produced. Once the business is operational, students transform the usual classroom setting into a realistic business environment. Classroom management, and even jargon, models the workplace. Students discuss productivity, pay periods, raw materials, taxes, deadlines, and of course, profit. Inherent in its instructional design, the practice has the unique ability to address a broad range of Core Curriculum Content and Cross-Content Workplace Readiness Standards.

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met.

The assessment measures used to evaluate student learning are teacher observation, self and peer-evaluation, class presentations, written work, and tests. Assessment involves both hands-on activities and written work, which focuses on business operations and production. Samples of written work are collected for the student's portfolio. The teachers, as facilitators, observe and guide student progress. Correspondingly, students are challenged to solve their own problems by evaluating and analyzing the situation, then making the necessary adjustments and improvements. Creating a production schedule, the actual operation of the production line, and evaluating and modifying the prototype are examples.

Peer evaluation is an effective means of assessment as management personnel supervise the activity of employees. The company's CEO and department heads evaluate themselves and others by using an employee record form which tracks attendance and productivity. The accountant, for the purpose of issuing paychecks, translates this information. Subsequently, employees reflect on their own progress and productivity upon receipt of their paychecks. All company employees are aware that the consequences for unproductive use of time and/or unsafe practices may result in docked wages or being "fired" for the day. The business-like atmosphere of the classroom indicates student understanding of the business process.

On a regular basis students make assessment as they deal with different circumstances requiring problem solving. Guided by the teacher, students evaluate issues relating to the production line, time management, supervision, and finances after which they analyze the situation and make adjustments to solve problems. Frequently students are observed discussing the progress of production and the success of the business. They consider options for running the production line. The advantages and disadvantages of job diversity are considered and tasks are assigned or re-assigned to employees accordingly.

Through oral presentations to the class, students reflect on the overall success of the company. Each department evaluates their progress through a discussion of the pros and cons of their job and recounting ways in which their experiences relate to real life. They also evaluate themselves according to how thoroughly they complete a list of pre-set criteria. Student learning is also assessed through written tests, quizzes, and worksheets on business terms, operations, and the manufacturing process.

A high level of student motivation and participation is a strong indication of the success of the practice. Evidence of this is measured by teacher observation, student response, and the reduction of need for discipline and redirection. An additional and welcomed assessment has come from former students who often express interest in the progress of the current year's project.

It is also possible to assess student learning according to the amount of interest and understanding they exhibit when on a school-to-work related field trip. Technology students visit a manufacturing plant and Family and Consumer Science students take a trip to view "behind the scenes" operations at a food service site. During the trip student answers to oral questions and answers to written questions after the trip, measures the extent to which the objectives of the practice are met. High level of student interest and understanding during the field trip is an outgrowth of previous learning.

Ultimately, the marketplace provides a built-in assessment: A successful sale hinges on a quality product. At the conclusion of the product sale, students calculate income and subtract expenses to determine profit, enabling them to further analyze the success of their business venture.

On a continuing basis the retention of student learning is demonstrated during future classroom units through the application and enhancement of the skills learned in this unit. Skills upon which subsequent units are based include knowledge of material properties, use of tools and equipment, safety, following directions, design, and drawing. Overall, the practice provides multiple ways for students to demonstrate their knowledge, understanding and competency in meeting curricular objectives.